External Review Team (ERT) Report Forms

Office of Federal and State Accountability
Division of Accountability

Revised for School Year 2007–08

School: St. Stephen Middle

District: Berkeley County

Principal: Brenda Jamison

Superintendent: Dr. J. Chester Floyd

Rationale
Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

ST. STEPHEN MIDDLE SCHOOL TEST DATA ANALYSIS

St. Stephen Middle School is located is in the northern part of Berkeley County.   The town is 3.5 square miles with a population of 7,161. St. Stephen Middle School is accredited by the Southern Association of Colleges and Schools. Our school's theme is *"Linking Rigor, Relevance, and Relationship: Connecting the Pieces for Student Success – Parents, Teachers, Students, and Community*. SSM is a Title I school that serves approximately 223 students in Grades 6-8. The demographic make-up of SSM is 188 African-Americans, 31 Caucasian, 3 Hispanic, and 1 Other. 87% of our students receive free or reduced-price lunch. Our school has 4 Administrators, 22 Certified Teachers, and 20 Classified Employees.

Based on the 2006 PACT results, St. Stephen Middle School must achieve a 2.5 Absolute Report Card Index by Fall 2009. Our calculated projected Absolute Report Card Index for 2008 is 2.6. The 2006-2007 Absolute Report Card Index was a 2.4, and if our calculations are correct, St. Stephen Middle School's Absolute Report Card Index for 2007-2008 is a 2.6. This indicates a two-tenths (+.2) of a point increase from 2006 to 2007. Therefore, SSM has met Expected Progress before Fall 2009.

After implementation of St. Stephen Middle School's 2007-2008 Focused School Renewal Plan (FSRP) goals, initiatives, and strategies, Satisfactory Implementation was MET in 2008 for all goals. St. Stephen Middle School's Focused School Renewal Plan Goals for 2007-2008 were measured by an overall increase in the achievement of 268 students in Grades 6 – 8 on an average of 2 points in Reading and 3 points in Mathematics as measured by the correlated Winter (February 2008) MAP RIT scores. St. Stephen Middle School's Winter (February 2008) MAP data showed the following increases in Reading and Mathematics in Grades 6 – 8.

Reading	**Mathematics**
Grade 6 – 8.3 points	Grade 6 – 5.3 points
Grade 7 – 7.2 points	Grade 7 – 8.2 points
Grade 8 – 6.5 points	Grade 8 – 6.1 points

Since our Focused School Renewal Plan (FSRP) goals and strategies implemented during the 2007-2008 were successful and yielded an increase in student performance on PACT, we will again use MAP as our measure for successful implementation of our 2008-2009 FSRP. While our goal in 2007-2008 was to show an overall average increase of **2 points in Reading** and **3 points in Mathematics** as measured by the correlated Winter (February 2008) MAP RIT scores. The 2008-2009 goal is to show an overall increase of **4 points in Reading and Mathematics** as correlated by the Winter 2009 MAP RIT scores. Our Focused School Renewal Plan for 2008-2009 also includes a Student Achievement Goal for Science in Grades 6-8. Our students in Grade 7 showed an increase in 2007 from 50% Basic and Above to 74.7% Basic and Above in 2008. Grade 6 in 2007 scored 38.8% Basic and Above and in 2008, 34.3% scored Basic and Above. Grade 8 in 2007 scored 59.2% Basic and Above and in 2008, 31.4% scored Basic and Above. Grades 6 and 8 show a need for improvement in Science.

Our FSRP goal in Science is that 60% of 237 students in Grades 6 – 8 will demonstrate a mastery score of 75% or better on each of the 1st, 2nd, and 3rd Nine-weeks Science standards-based Benchmark Assessments. We believe that by developing Science Benchmark Assessments, analyzing the data, and using the results of this data to make adjustments in instruction each Nine-weeks, we will be able to increase Science scores in 2008-2009. Implementation of these overall Focused School Renewal Plan goals and strategies in Reading, Mathematics, and Science in 2008-2009 will ensure at least a two-tenths (+.2) of a point increase in the Absolute Report Card Index based on the success of the 2007-2008 plan. Therefore, it is highly probable that St. Stephen Middle School will score at least 2.8 on the   2008-2009 Absolute Report Card Index.

The attached charts support our decisions to implement the aforementioned goals in Reading, Mathematics, and Science.

SSM School Report Card Data

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2005	Below Average	Below Average	Yes
2006	Below Average	Unsatisfactory	NO
2007	Unsatisfactory	Unsatisfactory	NO
2008*	Unsatisfactory	Average	NO

*Projected

Measures of Academic Progress (MAP) Percentage Meeting Growth Target
Fall 2007 – Spring 2008

The data in this chart indicates that all grades increased their MAP performance in Reading. The percentage of 268 students meeting Growth Targets from Fall 2007 – Spring 2008 showed increases in the following grades. 6th Grade – 33.8% (37.0 > 70.8); 7th Grade – 27.8% (45.1 > 72.9); and 8th Grade – 21.6% - (41.3 >62.9).

Grade Level	Reading 2007	Reading 2008
6th	37.0	70.8
7th	45.1	72.9
8th	41.3	62.9

Data in the following chart indicates that all grades increased their MAP performance in Mathematics. The percentage of 268 students meeting Growth Targets from Fall 2007 – Spring 2008 showed increases in the following grades. 6th Grade – 11.2% (49.4 > 60.6); 7th Grade – 26.1% (47.7 > 73.8); and 8th Grade – 17.7% (44.2 >61.9).

Grade Level	Mathematics 2007	Mathematics 2008
6th	49.4	60.6
7th	47.7	73.8
8th	44.2	61.9

Palmetto Achievement Challenge Test (PACT) Results
2007 and 2008

English/Language Arts

Review of the PACT ELA results over the past two years (2007 and 2008) shows the percentage of students scoring Basic and Above in Grades 6 – 8 as indicated on the following chart. Sixth grade showed an increase of 14.6 percent in ELA (46.8 > 61.4); Seventh grade showed a 2.8 percent decrease   (50.5 < 47.7); and Eighth grade showed no gains (57.3 – 57.3).

Mathematics

Review of the PACT Mathematics results over the past two years (2007 and 2008) shows the percentage of students scoring Basic and Above as indicated on the following chart. Sixth grade showed an increase of 4.1 percent in Mathematics (51.6 >55.7); Seventh grade showed an increase of 8.5 percent in Mathematics (65.3 > 73.8); and Eighth grade showed an increase of .2 percent (45.4 > 45.6).

Science

Review of Science PACT results over the past two years (2007 and 2008) shows the percentage of students scoring Basic and Above as indicated on the following chart. Sixth grade showed a decrease of .5 percent in Science (34.8 < 34.3); Seventh grade showed an increase of 24.2 percent in Science (50.5 > 74.7); and Eighth grade showed a decrease of 27.8 percent (59.2 < 31.4).

Palmetto Achievement Challenge Test (PACT)
Percentage Basic and Above
2006 – 2007

Grade Level	ELA 2007	Math 2007	Science 2007	SS 2007
6th	46.8	51.6	34.8	68.1
7th	50.5	65.3	50.0	35.8
8th	57.3	45.4	59.2	60.4

2007 - 2008

Grade Level	ELA 2008	Mathematics 2008	Science 2008	SS 2008
6th	61.4	55.7	34.3	88.6
7th	47.7	73.8	74.7	31.0
8th	57.3	45.6	31.4	61.5

Absolute Index Calculations

St. Middle Schools PACT Scores - 2006 - 2007

	5	4	3	2	1	Total Students	Average
ELA	1	16	125	38	89	269	2.263941
Mathematics	6	18	125	61	60	270	2.440741
Science	5	23	59	47	43	177	2.435028
Social Studies	8	16	70	67	20	181	2.585635

2.4

St. Middle Schools PACT Scores - 2007 - 2008 (Projected)

	5	4	3	2	1	Total Students	Average
ELA	3	27	124	39	68	261	2.455939
Mathematics	14	24	107	68	56	269	2.524164
Science	11	15	61	47	27	161	2.602484
Social Studies	10	24	47	49	28	158	2.613924

Projected

2.6

St. Middle Schools PACT Scores - 2008 – 2009 (Projected)

	5	4	3	2	1	Total Students	Average
ELA	15	21	125	42	35	238	2.743697
Mathematics	15	18	125	41	39	238	2.701681
Science	10	12	65	15	25	127	2.740157
Social Studies	12	15	70	20	18	135	2.874074

Projected

2.8

*The above charts reflect the Absolute Report Index Calculations for 2006-2007; 2007-2008 (Projected); and 2008-2009 (Projected).

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

Month	Implementation Timeline
July	• Finalize Master Schedule • Establish Enrichment Classes for students deficient in ELA and/or Math • Attend SREB Conference (Professional Learning Communities) • Develop Professional Development Calendar • Allocate resources for instructional materials and professional development • Conduct Curriculum Planning Sessions to update/revise Curriculum Maps
August	• Create Classroom Observation Schedule • Finalize enrollment for SOAR and Compass Learning Lab • Conduct School Climate (PBIS) Professional Development • Technology Training • 6th Grade Transition Camp • Student Registration/Open House • Family Fun Day • Conduct Student grade level meetings to share School Expectations • Developing Grading Weights (Content Areas)
September	• Conduct Data PACT Analysis Workshop(s) • Conduct Professional Development on Instructional Strategies • Follow-up Professional Development on Benchmarks & Assessments • Implement Accelerated Reader (AR) Program • Implement Literacy Initiatives • Fall Measures of Academic Progress (MAP) Tests • Technology Training • Begin a system of extra help for student failing (Academic Assistance) • Conduct Professional Develop to introduce Literacy Initiatives • Student Conference Day
October	• Conduct Professional Development on use of PACT Writing Rubrics • Analyze Fall MAP Data • Develop Rausch Units (RIT) Band Groups • Conduct Professional Development on teaching vocabulary • Review Gizmo Technology Training • Technology Training • Conduct Professional Development on Instructional Strategies • Student Advisement Sessions • Analysis Benchmark Data (Science) • Student Advisement Sessions • Grade Level Student Data Sessions • Conduct Professional Development on Instructional Practices • Conduct Professional Development on Use of Rubrics

November	- Begin RIT Band Instruction - Conduct individual student goal-setting conferences (MAP, PACT, grades, and discipline) - Technology Training - English Language Arts (ELA) and Social Studies Family Night - Follow-up Professional Development on Classroom Management - Student Recognition Program Student Advisement Sessions - Student Advisement Sessions - Conduct Professional Development on Instructional Strategies
December	- Follow-up Professional Development on Benchmarks, Assessments, and use of Rubrics - Technology Training - Related Arts Family Night - Student Advisement Sessions
January	- Follow-up Professional Development on Benchmarks & Assessments - Technology Training - Use of Rubrics Training - Conduct individual student goal-setting conferences (MAP, PACT, grades, and discipline) - Student Advisement Sessions
February	- Technology Training - Math & Science Family Night - Student Recognition Program - Student Advisement Sessions - Conduct Professional Development on Instructional Strategies - Winter MAP Testing
March	- Technology Training - Student Advisement Sessions - Analyze Winter MAP Data - Regroup RIT Bands
April	- Technology Training - Student Advisement Sessions
May	- Technology Training - Student Advisement Sessions - Spring MAP Data Testing - Student Recognition Program

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal - Reading

Focused Student Achievement Goal 1: By April 1, 2009, MAP data will show an increase in the achievement of 223 students in Grades 6-8 on average of **4 points in Reading** as measured by the Fall 2008 - Winter 2009 MAP RIT Scores.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Continue SOAR To Success Reading Intervention program for Grades 6-8.	Curriculum Facilitator Principal ACIS Literacy Coach SOAR Teacher	August 2008	Students who scored below the 50th Percentile on ere scheduled for SOAR Reading. • Rosters of students being served in classes will be provided each semester by ACIS. • Lists of students scoring below the 50th percentile will be retrieved from MAP data by ACIS. • Copies of observations conducted and feedback will be maintained by the Administrative Team that focuses on the implementation of SOAR strategies.
Utilize Accelerated Reader (AR) Program to enhance reading comprehension skills in and out of school by providing reading opportunities through AR and other literacy initiatives.	Media Specialist Literacy Coach ELA Teachers	September 2008	Accelerated Reader (AR) will be used to enhance reading comprehension and other literacy skills. • AR Circulation Report will be maintained by Media Specialist. • Teachers will maintain Student AR Reading Logs. • Documentation of AR points earned per grade level will be maintained by Media Specialist. • Documentation of other literacy initiatives such as Book Clubs, Book Talks, etc.
Continue use of MAP data to provide targeted RIT Band instruction.	Principal ACIS Curriculum Facilitator Literacy Coach ELA Teachers	November 2008	Provide RIT Band Instruction based on RIT scores. • RIT Band Rosters will be developed based on RIT scores. • ACIS will develop a formal schedule for RIT Band Instruction • ACIS will maintain lessons for RIT Band instruction.
Continue to conduct individual student conferences to share MAP and PACT data and assist with goal setting.	Principal Assistant Principal ACIS Curriculum	November 2008	Principal, Assistant Principal, ACIS, Curriculum Facilitator, Teachers, and Guidance Counselor will conduct conferences. • A list of students will be maintained, divided into small groups, and assigned advisors.

	Facilitator Literacy Coach ELA Teachers Guidance Counselor		• A schedule of conference dates will be set by the Administration. Students/Advisors will set goals and develop strategies to assist with achieving those goals. Students will receive a copy to take home to share with parent or guardian. • Formal conferences will be held quarterly and informal conferences throughout the school year. • Each advisor will maintain a notebook with the Student Goal Setting Forms to include data information for each student.
Develop and analyze benchmark assessments aligned to S.C. Curriculum Standards, Pacing Guides, and Curriculum Maps to guide and adjust instruction.	Principal ACIS Curriculum Facilitator Literacy Coach ELA Teachers	September2008	Standards-based benchmark assessments aligned to Pacing Guides and Curriculum Maps will provide a curriculum framework of specific learning goals and targets for student learning. • Teachers will develop standards-based benchmark assessments using the BCSD Pacing Guides and Curriculum Maps. • ACIS will review benchmark assessments to ensure adherence to S.C. Curriculum Standards, Pacing Guides and Curriculum Maps and provide written or conference feedback. • Principal will determine timeframes for administration of one benchmark assessment per nine-weeks period and develop a schedule. Schedule will be included on monthly Professional Development Calendar. • Teachers will score, correlate, and review benchmark data to make adjustments in instruction, re-teach strategies, remediate, and plan further instruction. • Principal and Administrative Team will assess results of benchmark data to monitor the curriculum and make school-wide decisions based upon data.
Provide ongoing content specific professional development to improve instructional practices.	District ELA Coordinator ACIS Curriculum Facilitator Literacy Coach	August 2008	Provide content specific training for ELA teachers. The District ELA Coordinator, ACIS, Curriculum Facilitator and the Literacy Coach will provide ongoing professional development in the following: • Curriculum Planning Sessions • Instructional strategies • Classroom management • Writing Strategies • Incorporating Technology • Using data to guide instruction

			• Developing Benchmarks Assessments • Grading Practices • Analyzing Data • Using Graphic Organizers • Using Rubrics • Literacy Strategies • Best Practice Seminar Agendas and sign-in sheets will be maintained by the ACIS. Lesson plans that indicate the implementation of the strategies will be submitted to the ACIS. Observations conducted and feedback provided by the Administrative Team of the implementation of reading strategies.
Implement frequent writing assignments aligned to the South Carolina Curriculum Standards using the S.C. PACT Writing Rubric for Extended Response Items, Constructed Response Items, and other assigned writings (short writing, research papers, etc.)	ELA Teachers ACIS Literacy Coach	September 2008	Implement frequent writing assignments aligned to the South Carolina Curriculum Standards. • Agenda and sign-in sheets will be maintained by the ACIS and Literacy Coach of professional development trainings. • Literacy Coach will review lesson plans of ELA teachers to indicate implementation of the daily journal writing, weekly independent writing, and monthly multi-paragraph writing strategies. • Literacy Coach will maintain copies of SCRI classroom observations and coaching conversations with teachers. • Literacy Coach will randomly review ELA teacher's Student Writing Portfolios and Daily Journals monthly using a spreadsheet of specific indicators. • Student Writing Portfolios will be maintained throughout the year in each ELA class. • Literacy Coach will collect data monthly from Independent Writing Prompts. • Data will be used for reteaching specific areas of weakness.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal – Mathematics

Focused Student Achievement Goal 2: By April 1, 2009, MAP data will show an increase in the achievement of 223 students in Grades 6-8 on average of **4 points in Mathematics** as measured by the Fall 2008 – Winter 2009 MAP RIT Scores.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Use technology (GIZMOs, graphing calculators, computers, I Can Learn Computer Lab, Odyssey Lab, Smartboards, and Classroom Performance System (CPS) in lessons at least two times weekly to increase student engagement.	District Math Coordinator Instruct. Technologist ACIS Math Teachers Curriculum Facilitator	September 2008	The Mathematics teachers will integrate technology in their instruction. - Teachers will develop a rotation schedule for the I Can Learn Lab at least once weekly to remediate and enrich mathematics skills. - Reports of student progress from I Can Learn Lab and Odyssey Lab will be provided to the ACIS and the Curriculum Facilitator weekly. - Teachers will use GIZMOs, Smart boards, graphing calculators, Classroom Performance System (CPS), and computers to introduce, explore, and extend mathematical concepts. - Teachers will include the application of these tools in their lesson plans, which will be submitted weekly to the ACIS and the Curriculum Facilitator. - Principal and Administrative Team will follow Classroom Observation Schedule weekly, observe use of technology, and follow-up in writing or in a conference.
Use hands-on activities, manipulatives, and literacy in lessons at least once weekly to increase student engagement.	District Math Coordinator ACIS Curriculum Facilitator Literacy Coach	September 2008	The use of hands-on activities and manipulatives will be recorded in the lesson plans and observations by the Administrative Team. Literacy will be integrated into the mathematics classroom: - A list of mathematics books housed in the Media Center will be provided by the Media Specialist. Teachers will use the books to introduce and summarize mathematical content. - Professional development activities will be provided by the Literacy Coach of reading tips and strategies

			for the content areas.
			• Teachers will provide opportunities for students to read independently and incorporate read alouds on a weekly basis.
• Teachers will include information about the hands-on activities, manipulatives, and integration of literacy in their lesson plans, which are submitted to the ACIS and the Curriculum Facilitator and feedback will be provided weekly.
Continue to conduct individual student conferences to share MAP and PACT data and assist with goal setting.	Principal
Assistant Principal
ACIS
Curriculum Facilitator
Literacy Coach
Math Teachers
Guidance Counselor	November 2008	Principal, Assistant Principal, ACIS, Curriculum Facilitator, Teachers, and Guidance Counselor will conduct conferences.
• A list of students will be maintained, divided into small groups, and assigned advisors.
• A schedule of conference dates will be set by the Administration. Students/Advisors will set goals and develop strategies to assist with achieving those goals. Students will receive a copy to take home to share with parent/guardian.
• Formal conferences will be held quarterly and informal conferences throughout the school year.
• Each advisor will maintain a notebook with the Student Goal Setting Forms to include data information for each student.
Develop and analyze benchmark assessments each Nine-weeks aligned to S.C. Curriculum Standards, Pacing Guides, and Curriculum Maps to guide and adjust instruction.	Principal
ACIS
Curriculum Facilitator
Math Teachers	September 2008	Standards-based benchmark assessments aligned to Pacing Guides and Curriculum Maps will provide a curriculum framework of specific learning goals and targets for student learning.
• Teachers will develop standards-based benchmark assessments using the BCSD Pacing Guides and Curriculum Maps.
• ACIS will review benchmark assessments to ensure adherence to S.C. Curriculum Standards, Pacing Guides and Curriculum Maps and provide written or conference feedback.
• Principal will determine timeframes for administration of one benchmark assessment per nine-weeks period and develop a schedule. Schedule will be included on monthly Professional Development Calendar.
• Teachers will score, correlate, and review benchmark data to make adjustments in instruction, re-teach strategies, remediate, and plan further instruction.
• Principal and Administrative Team will assess results of benchmark data to monitor the curriculum and make school-wide decisions based upon data.

Provide ongoing content specific professional development to improve instructional practices.	District Math Coordinator ACIS Curriculum Facilitator	August 2008	Provide content specific training for Mathematics teachers. The District Mathematics Coordinator, ACIS, and the Curriculum Facilitator will provide ongoing professional development in the following: • Curriculum Planning Sessions • Instructional strategies • Classroom management • Using Manipulatives • Incorporating Technology • Using data to guide instruction • Developing Benchmarks Assessments • Grading Practices • Analyzing Data • Using Graphic Organizers • Using Rubrics • Content Vocabulary • Literacy Strategies Agendas and sign-in sheets will be maintained by the ACIS. Lesson plans that indicate the implementation of the strategies will be submitted to the ACIS. Observations conducted and feedback provided by the Administrative Team of the implementation of the strategies.
Continue use of MAP data to provide targeted RIT Band instruction.	Principal ACIS Curriculum Facilitator Math Teachers	November 2008	Provide RIT Band Instruction based on RIT scores. •RIT Band Rosters will be developed based on RIT scores. •ACIS will develop a formal schedule for RIT Band Instruction •ACIS will maintain lessons for RIT Band instruction.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal – Science

Focused Student Achievement Goal 3: **By April 2009, 60% of 225 students in Grades 6 – 8 will demonstrate a mastery score of 70% or better on each of the Science 2nd, 3rd, and 4th Nine-weeks standards-based Benchmark Assessments.**

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Use interactive instructional strategies, technology (GIZMO and Smartboards), and hands-on activities in lessons at least two times weekly to increase student engagement	District Science Coordinator Instruct. Technologist ACIS Science Teachers Curriculum Facilitator	September 2008	Science teachers will integrate interactive instructional strategies, technology (GIZMOs and Smartboards), and hands-on activities in their instruction. • Lesson Plans will be reviewed weekly by ACIS for interactive instructional strategies. • Principal and Administrative Team will provide written feedback and/or conferences based upon observations weekly. • Feedback and coaching will be provided by Administrative Team.
Develop and analyze benchmark assessments each Nine-weeks aligned to S.C. Curriculum Standards, Pacing Guides, and Curriculum Maps to guide and adjust instruction.	Principal ACIS Curriculum Facilitator Science Teachers	September 2008	Standards-based benchmark assessments aligned to Pacing Guides and Curriculum Maps will provide a curriculum framework of specific learning goals and targets for student learning. • ACIS will provide professional development on purpose/use of benchmark assessments and their impact on student achievement. • Teachers will develop standards-based benchmark assessments using the BCSD Pacing Guides and • Curriculum Maps. • ACIS will review benchmark assessments to ensure adherence to S.C. Curriculum Standards, Pacing Guides and Curriculum Maps and provide written or conference feedback. • Principal will determine timeframes for administration of one benchmark assessment per nine-weeks period and include on monthly Professional Development Calendar.

			• Teachers will score, correlate, and review benchmark data to make adjustments in instruction, re-teach strategies, remediate, and plan further instruction. • Principal and Administrative Team will assess results of benchmark data to monitor the curriculum and make school-wide decisions based upon data.
Provide ongoing, content specific professional development to improve instructional practices.	District Science Coordinator ACIS	August 2008	Provide content specific training for Science teachers. The District Science Coordinator, ACIS, and the Curriculum Facilitator will provide ongoing professional development in the following: • Curriculum Planning Sessions • Instructional strategies • Classroom management • Incorporating Technology • Using data to guide instruction • Developing Benchmarks Assessments • Grading Practices • Analyzing Data • Using Graphic Organizers • Using Rubrics • Content Vocabulary • Literacy Strategies • Science Kit Training Agendas and sign-in sheets will be maintained by the ACIS. Lesson plans that indicate the implementation of the strategies will be submitted to the ACIS. Observations will be conducted weekly and feedback provided by the Administrative Team of the implementation of the strategies.
Ensure the use of Science Kits by monitoring lesson plans, providing feedback from classroom observations, team planning sessions, and providing ongoing professional development for teachers.	Principal Dist. Science Coordinator Administrative Team Science Teachers	August 2008	Providing students with exposure to hands-on science instruction is crucial for improving students' understanding of concepts. • District Coordinator will provide Science Kit training to all Science teachers. • Lesson plans will be reviewed to ensure they include the use of science kits weekly. • ACIS will review lesson plans weekly and provide feedback to teachers and principal in writing or in conference regarding kit usage. • Principal and Administrative Team will follow Classroom Observation Schedule weekly, observe use of Science Kits, and follow-up in writing or in a conference.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:   By April 1, 2009, MAP data will show an overall increase in the achievement of 225 students in Grades 6-8 on average of **4 points in Reading and Mathematics** as measured by the Fall 2008 – Winter 2009 MAP RIT Scores and **60% of students will score 70% or better on each of the Science 2nd, 3rd, and 4th Nine-weeks** standards-based Benchmark Assessments through the implementation of PBIS.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Principal and School Climate Committee will oversee the development of a School Wide Matrix with rules and expectations for student behavior.	Principal Brenda Jamison	August 2008	Matrixes will be posted school-wide.
Establish a School Climate Committee which will meet at least twice monthly.	Principal Brenda Jamison	August 2008	A roster of members, agendas, sign-sheets, and meeting minutes will be provided.
Develop lessons and a School Climate Calendar with specific dates of lessons to be taught by teachers.	Principal Brenda Jamison	August 2008	Copies of lessons and School Climate Calendar will be provided.
Implement a student recognition program that will to recognize improvements on PACT, MAP, recognition, academic achievement, and/or improvements in school-based endeavors.	Principal Brenda Jamison	August 2008	Honors and Awards programs, flyers of activities, pictures of programs and activities, and rosters of students receiving awards will motivate students to excel resulting in increased student achievement.
Review and analyze Discipline Data to monitor student behavior.	Principal Brenda Jamison	September 2008	Copies of monthly Discipline Data will be maintained to monitor student behavior and provide direction to School Climate Committee decision-making.
Principal will meet with students to reinforce school-wide expectations for student learning and behavior at least three times yearly.	Principal Brenda Jamison	August 2008	Programs and copies of presentations will be maintained.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, MAP data will show an overall increase in the achievement of 225 students in Grades 6-8 on average of **4 points in Reading and Mathematics** as measured by the Fall 2008 - Winter 2009 MAP RIT Scores, and **60% of students will score 70% or better on each of the Science 2nd, 3rd, and 4th Nine-weeks** standards-based Benchmark Assessments by analyzing school-wide data to make informed, instructional decisions.*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
Ensure that school-wide data is used throughout the school year to make informed, data-driven instructional decisions.	Principal Brenda Jamison	September 2008	Documentation of student placement in academic assistance classes, remediation/reteaching of standards, and regrouping of students that validate how data has been used to make adjustments in instruction.
Review and analyze MAP, PACT, benchmark assessments, writing assessments, and discipline data with faculty and students.	Principal Brenda Jamison	September 2008	Evidence of on-going data analysis of PACT, MAP, Benchmark assessments, writing assessments, and SWIS/SASI will be maintained.
Provide ongoing job embedded Professional Development for teachers and administrators to address curriculum concerns, reinforce and refine effective instructional strategies, pedagogy and practices to support student achievement.	Principal Brenda Jamison	August 2008	Monthly Professional Development Calendar, rosters, sign-in sheets, agendas, and copies of presentations will be maintained.
Implement monthly school-wide writing assignments aligned to the South Carolina Curriculum Standards using the S.C. PACT Writing Rubric for Extended Response Items, Constructed Response Items, and other assigned writings (short writing, research papers, etc.)	Principal Brenda Jamison	November 2008	Lesson plans, observations conducted by Administrators weekly, and copies of school-wide writing prompts.
Review lesson plans and provide feedback to ensure alignment of South Carolina Curriculum Standards.	Principal Brenda Jamison	November 2008	Lesson Plan Critique Forms, email feedback, and Coaching and Conferencing Feedback forms.
Conduct formal and informal observations and provide feedback to teachers through written communication and coaching.	Principal Brenda Jamison	September 2008	Classroom Observation Schedule, Coaching and Conferencing Feedback forms, and formal and informal observations.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, MAP data will show an overall increase in the achievement of 225 students in Grades 6-8 on average of **4 points in Reading** as measured by the correlated Winter (February) MAP RIT Scores by implementing and monitoring instructional programs that include effective instructional strategies and assessments, curriculum alignment to the South Carolina Standards, and the implementation of programs and initiatives.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
District ELA Coordinator and Literacy Coach will provide professional development to support and assist with the implementing Best Practices in Reading.	District ELA Coordinator Literacy Coach	August 2008	ELA Coordinator and Literacy Coach will offer training sessions on Best Practices in Reading.
District ELA Coordinator and Literacy Coach will submit written feedback from formal and informal observations, individual teacher conferences, and lesson plans.	District ELA Coordinator Literacy Coach	September 2008	Coaching and Conferencing Feedback forms and formal and informal observations.
Require ELA teachers to use and teach the Writing Process and develop student portfolios.	District ELA Coordinator Literacy Coach	November 2008	Classroom observations and Student Portfolios.
Develop Curriculum Maps aligned to the S.C. Curriculum Standards and District Pacing Guides to guide and adjust instruction.	ACIS	July 2008	Curriculum Maps, agendas, sign-in sheets, and copies of presentations.
ELA Coordinator will offer training sessions in implementing the STEMS approach to teaching vocabulary	ELA Coordinator	Fall 2008	Training will support student achievement in Reading by providing teachers with strategies to ensure effective instruction. Sign-in sheets, observation feedback, and lesson plans.
Literacy Coach will implement book clubs and AR program to encourage increased interest in independent reading.	Literacy Coach ELA Coordinator Media Specialist	Fall 2008	Book Clubs schedules and AR Reports by grade level.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, MAP data will show an overall increase in the achievement of 225 students in Grades 6-8 on average of **4 points in Mathematics** and **Science** as measured by the correlated Winter (February) MAP RIT Scores and **60% of students will score 70% or better on each of the Science 2nd, 3rd, and 4th Nine-weeks** standards-based Benchmark Assessments by providing job-embedded professional development opportunities (trainings, workshops, conferences, etc.) linked to research-based and data-driven best practices.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)*
District Mathematic Coordinators will facilitate and organize Gizmo training upon principal's request.	Mathematics Coordinator	October 2008	ACIS will maintain copies of Agendas, Sign-in Sheets, and other documentation of professional development sessions and trainings.
District Science Coordinators will provide training in the use of Science Kits, Gizmos, and hands-on activities upon principal's request.	Science Coordinator	October 2008	ACIS will maintain copies of Agendas, Sign-in Sheets, and other documentation of professional development sessions and trainings.
District Mathematics and Science Coordinator will submit written feedback from formal and informal observations, individual teacher conferences, and lesson plans.	Mathematics and Science Coordinators	October 2008	Coaching and Conferencing Feedback forms and formal and informal observations.
District Math and Science Coordinators will assist teachers in developing and analyzing benchmark assessments.	Mathematics and Science Coordinators	November 2008	Copies of benchmark assessments and benchmark assessment results forms.
Math and Science Coordinators will provide support to teachers with implementation of mathematics standards, utilizing support documents, and developing engaging lessons.	Mathematics and Science Coordinators	November 2008	Agendas, Sign-in Sheets, Coaching and Conferencing Feedback Forms, and Observations.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Title and Description of Each Program and Initiative
Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- **St. Stephen Middle** – (SSM) Name of our school.

- **Berkeley County School District (BCSD)** – Name of school district

- **Academic Curriculum & Instructional Specialist (ACIS)** – Staff member who assists Administrative Team by providing instructional support to faculty/staff in the following areas: curriculum development, instruction, assessment, data analysis, and job-embedded, research based professional development.

- **Accelerated Reader (AR)** - Accelerated Reader is a reading management system that provides timely information on student reading performance. AR supports teachers and student progress by setting reading goals, tracking progress, and providing on-going reports of student mastery of reading comprehension.

- **Measures of Academic Progress (MAP)** – Computerized adaptive assessments that measure student achievement progress and growth. Our school utilizes the Reading and Mathematics components of MAP.

- **Benchmarks** – A set of tests used to measure student mastery of the curriculum standards at the end of each nine weeks.

- **Soar to Success Reading Intervention** –   Reading intervention for students in grades 3-8 who are reading below grade level. The primary goals of this intervention are to accelerate students' reading ability, to help students apply the comprehension and decoding strategies learned to other content area texts, and to increase students' understanding of through reciprocal teaching.

- **Palmetto Achievement Challenge Tests (PACT)** – Standards-based measurement of student achievement in four core content areas.

- **Professional Learning Communities (PLC)** – School reform model in which teachers and administrators continuously seek and share learning, and then act on what they learn to enhance effectiveness as professionals so that students benefit.

- **School Wide Information System - (SWIS)** – Web-based information system for gathering, entering, summarizing, reporting and using school discipline referral information to improve/develop safe and effective educational environments.

- **Southern Regional Education Board (SREB)** - A nonprofit, nonpartisan organization that works with leaders and policy-makers in 16 member states to improve pre-K through postsecondary education. Through many nationally recognized programs and services, SREB's mission is helping states achieve the [12 Challenge to Lead Goals for Education](#).

- **Classroom Performance System (CPS)** – A student response system using wireless connectivity. It gives instructors and students immediate feedback from the entire class with remote response pads.

- **Electronic Registrar On-line (ERO**) – An electronic system used by our school district for employees to registrar for district-wide professional development.

- **Berkeley County Writing Diagnostic (BCWD)** – District writing assessment that is administered twice in semester courses and three times in yearly courses to provide teachers with help in instructional planning and to benchmark students' writing progress.

- **Positive Behavior Intervention Support – (PBIS)** - Positive behavior support (PBS) is a proactive, comprehensive, systemic and individualized continuum of support designed to provide opportunities to all students, including students with disabilities, for achieving social and learning success while preventing problem behaviors.